

Literacy long term planning

Year 1 2019-2020

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text to be taught	<i>Poems to perform – Puffin Fantastic First Poems Beegu (CLPE) Where’s my teddy? Visual Literacy – Presto</i>	<i>Oliver Jeffers- Lost and Found Nora Oliver’s vegetables Focus week – Monsters</i>	<i>Pixar animation – Lava Traditional tales by Hans Christen Anderson Emperor’s New Clothes, The Princess and the Pea</i>	<i>Roald Dahl – The Enormous Crocodile Man on the moon (CLPE) Focus week – Superheroes, comics</i>	<i>Text free book – Hug! Tinga Tinga Tales Instructions – making a sandwich Non-Fiction – Dinosaur facts</i>	<i>The Jolly Postman (CLPE) The lonely beast (CLPE)</i>

Explore stranger danger through stories. This can be done in Where’s My Teddy?, Beegu, Lost and Found, The Lonely Beast

Explore what make a true friend and supportive friends in Beegu, Lost and Found, Emperor’s New Clothes, Hug!, The Lonely Beast

Where there are gaps of extra weeks please teach additional non-fiction texts for recount and additional poetry unit – both of these are to be designed by the teachers and can link to topic subjects should you wish.

Literacy Medium Term Planning
Year 1 2019-2020

Autumn 1				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
<i>Puffins book of fantastic poems - poems about holidays and days out</i>	Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing	No blue or yellow/pink paper	<ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; write for different purposes including poetry; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify. 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p><i>Uses capital letter for: names, places, days of week and personal pronoun I.</i></p> <p><i>Separates words with spaces.</i></p> <p><i>Says out loud what they are going to write about.</i></p> <p><i>Reads aloud writing clearly enough to be heard.</i></p> <p><i>Listens & responds using appropriate register, asks & answers questions, maintains attention.</i></p>
Beegu (CLPE)	Labelled drawings Captions Speech bubbles Short recount (post card) in role as Narrative based on known text	No blue or yellow/pink paper	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; In narrative create settings, characters and plot; Write for different purposes including about fictional personal experiences and fictional narratives; Re-read writing to check it makes sense and make simple revisions; Discuss and evaluate what they have written with the teacher or other pupils; Read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Spells common exception words and days of the week.</p> <p><i>Knows words combine to make sentences and can sequence sentences to form short narratives.</i></p> <p><i>Composes a sentence orally before writing it.</i></p> <p><i>Sequence sentences to form short narratives.</i></p> <p><i>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</i></p>
Where's my teddy?	Retelling – role play Retelling story Writing own story based on model, on real experiences	No blue or yellow/pink paper	<ul style="list-style-type: none"> Spells the days of the week saying out loud what they are going to write about sequencing sentences to form short narratives leaving spaces between words 	<p>Names the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound.</p> <p><i>Joins words and clauses using and.</i></p> <p><i>Separates words with spaces.</i></p> <p><i>Actively engages in role play to explore characters and language.</i></p>

				<p>Reads aloud writing clearly enough to be heard.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>
Visual Literacy – Presto	Description and adjectives focus Writing for scene	No blue or yellow/pink paper	<ul style="list-style-type: none"> Spells words containing each of the 40+ phonemes already taught composing a sentence orally before writing it beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Writes from memory simple sentences dictated by teacher inc. GPCs and common exception words.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feeling</p>
Autumn 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Oliver Jeffers- Lost and Found	Writing about feelings Questions and answers	No blue or yellow/pink paper	<ul style="list-style-type: none"> naming the letters of the alphabet in order saying out loud what they are going to write about re-reading what they have written to check that it makes sense 	<p>Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
Nora	Rhyming poems Menus Instructions for how to make a flapjack	No blue or yellow/pink paper	<ul style="list-style-type: none"> Spells words containing each of the 40+ phonemes already taught composing a sentence orally before writing it read their writing aloud, clearly enough to be heard by their peers and the teacher leaving spaces between words 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Separates words with spaces.</p> <p>Discusses own writing with teacher and other pupils.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feelings</p>
Oliver's vegetables	Poetry *Using the senses Nonfictions *Recount of the life of Florence Nightingale/Edith Cavell *Recount using time life of significant person *Learn and recite poems *Write simple poems as	No blue or yellow/pink paper	<ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Spells common exception words and days of the week.</p> <p>Knows words combine to make sentences and can sequence sentences to form short narratives.</p> <p>Reads aloud writing clearly enough to be heard.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>

	<i>class or small group</i>			
Focus week – Monsters (Bedtime for Monsters)	Shared Journal Speech/Thought Bubbles Poetry Caption Writing Own and Class Books		<ul style="list-style-type: none"> 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] leaving spaces between words 	Spells words containing each of the 40+ phonemes already taught. Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Reads aloud writing clearly enough to be heard. Considers different viewpoints, attending to and building on contributions of others.

Spring 1

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Pixar animation – Lava	Postcards Settings	Blue paper – write a postcard No yellow or pink paper	<ul style="list-style-type: none"> naming the letters of the alphabet in order saying out loud what they are going to write about sequencing sentences to form short narratives joining words and joining clauses using ‘and’ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	Begins to form lower case letters in the correct direction, understanding which letters belong to which handwriting families, and forms capital letters and digits 0-9. Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Says out loud what they are going to write about. Listens & responds using appropriate register, asks & answers questions, maintains attention.
Tradition al tales by Hans Christen Anderson Emperor’s New	Poetry *Pattern and rhyme/ *Traditional tales/fairy tales *character profile/ *Retelling story	Blue paper – write a traditional tale No yellow or pink paper	<ul style="list-style-type: none"> Spells common exception words composing a sentence orally before writing it re-reading what they have written to check that it makes sense leaving spaces between words 	Spells common exception words and days of the week. Knows words combine to make sentences and can sequence sentences to form short narratives. Composes a sentence orally before writing it. Actively engages in role play to explore characters and language.

Clothes, The Princess and the Pea	*Plan, write, edit and publish story			Develops understanding through speculating, hypothesising, imagining and exploring ideas.
---	---	--	--	--

Spring 2

Transcription Vocabulary, Grammar & Punctuation Being a Writer Spoken Language

Text	Outcomes	Assessment	National curriculum objective	Fundamental
Roald Dahl – The Enormous Crocodile	Newspaper Writing for pictures Rap/poem	Blue paper – write a rap No yellow or pink paper	<ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound read their writing aloud, clearly enough to be heard by their peers and the teacher joining words and joining clauses using ‘and’ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	Names the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound. Separates words with spaces. Writes from memory simple sentences dictated by teacher inc. GPCs and common exception words. Discusses own writing with teacher and other pupils. Gives well structured descriptions, explanations & narratives including expressing feelings
Man on the moon (CLPE)	Labelled drawings Captions for labelled drawings Simple recount (postcard) Character fact file (or Top Trump card) Writing in role (thought or speech bubbles) A Day in the Life of...)	Blue paper – write a fact file about yourself Yellow no pink paper	<ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear. 	Uses and understands plural noun suffixes –s and –es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind). Joins words and clauses using and. Sequence sentences to form short narratives. Makes improvements to their own writing based on feedback. Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.

Focus week – Superheroes - comics	Developing own character Role play Writing own comic adventure	None	<ul style="list-style-type: none"> Spells the days of the week re-reading what they have written to check that it makes sense read their writing aloud, clearly enough to be heard by their peers and the teacher leaving spaces between words 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
-----------------------------------	--	------	--	---

Summer 1

Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
Text free book – Hug!	<p>Non-fiction</p> <ul style="list-style-type: none"> *instructions – how to plant a seed *Information text – information about plants and animals <p>Poetry</p> <ul style="list-style-type: none"> *Poems on a theme – plants using similes *Booklet/leaflet <p>How to plant a seed</p> <ul style="list-style-type: none"> *information book about plants and animals *Learn and recite poems 	<p>Blue paper – write text for picture</p> <p>Yellow paper – text for illustration from book</p>	<ul style="list-style-type: none"> using the prefix un- composing a sentence orally before writing it discuss what they have written with the teacher or other pupils leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells common exception words and days of the week.</p> <p>Uses capital letter for: names, places, days of week and personal pronoun I.</p> <p>Says out loud what they are going to write about.</p> <p>Drafts ideas before writing.</p> <p>Articulates & justifies answers, arguments and opinions, speaking audibly and fluently.</p>
Tinga Tinga Tales	<p>Retelling</p> <p>Character descriptions</p> <p>Writing own tale</p>	<p>Blue paper – write tale of how elephant got his trunk</p> <p>Yellow paper – retelling/own African tale</p>	<ul style="list-style-type: none"> Spells common exception words 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' using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Names the letters of the alphabet in order and uses letter names to distinguish between alternative spellings of the same sound.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Composes a sentence orally before writing it.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Listens & responds using appropriate register, asks & answers questions, maintains attention.</p>
Instructions – making a sandwich	<p>Understanding imperative verbs</p> <p>Making flapjacks</p> <p>Writing instructions</p>	<p>Blue paper – instructions for how to make a sandwich/toast</p> <p>Yellow paper- instructions sandwich or</p>	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs discuss what they have written with the teacher or other pupils 	<p>Uses and understands plural noun suffixes –s and –es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).</p> <p>Joins words and clauses using and</p> <p>Writes from memory simple sentences dictated by teacher inc. GPCs and common exception words.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Considers different viewpoints, attending to and building on contributions of others.</p>

		flapjacks		
Non-fiction dinosaur facts	Information text Explaining why dinosaurs are extinct	Blue paper – fact file about an animal Yellow paper- fact file about dinosaurs	<ul style="list-style-type: none"> 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] leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Drafts ideas before writing.</p> <p>Discusses own writing with teacher and other pupils.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feeling</p>
Summer 2				
Transcription	Vocabulary, Grammar & Punctuation	Being a Writer	Spoken Language	
Text	Outcomes	Assessment	National curriculum objective	Fundamental
The Jolly Postman (CLPE)	<p>Narrative</p> <p>*Stories from other cultures – link to going on holiday destinations</p> <p>*Recount of character from book</p> <p>*recount of trip</p> <p>*character profile</p> <p>*sequel of narrative</p> <p>*Letters/</p> <p>Postcards</p> <p>*advert</p>	<p>Blue paper – letter</p> <p>Yellow paper/pink paper – letter to character</p>	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs sequencing sentences to form short narratives discuss what they have written with the teacher or other pupils using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Joins words and clauses using <i>and</i>.</p> <p>Actively engages in role play to explore characters and language.</p> <p>Makes improvements to their own writing based on feedback.</p> <p>Develops understanding through speculating, hypothesising, imagining and exploring ideas.</p>
The lonely beast (CLPE)	<p>‘Tell Me’ responses</p> <p>Role on the Wall</p> <p>Character descriptions of The Beast and a friend for The Beast</p> <p>An underwater creature poem</p> <p>Interview questions</p> <p>Script for news report including interview</p> <p>Front page newspaper article</p> <p>Persuasive letter to the city Mayor</p> <p>The story of a Beast’s journey</p> <p>Writing in role (diary entries, postcards, letters and invitations)</p> <p>Caption for Tourist Information Poster</p> <p>Party preparations (lists, invitations, banners, etc)</p>	<p>Blue paper – newspaper</p> <p>Yellow paper/pink paper - newspaper</p>	<ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify; use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses. 	<p>Uses and understands plural noun suffixes –s and –es (dog, dogs, wish, wishes). Knows that suffixes can be added to verbs (helping, helped, helper) and how the prefix un- changes the meaning of words (unkind).</p> <p>Begins to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Sequence sentences to form short narratives.</p> <p>Gives well structured descriptions, explanations & narratives including expressing feelings</p>