



Staniland Academy Y1 Long Term Planning for English



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Time Tardis	Where Do We Live?	Changing World	Great fire of London	High Achievers	Be Wild
Genres to be covered	<ul style="list-style-type: none"> Recount Labels, lists and captions Simple captions for pictures using Old Bear Traditional story with repetitive theme Writing using colourful semantics <p>labels and captions for the body</p> <p>Cold Write (first academic week)</p>	<ul style="list-style-type: none"> Poetry - senses seasonal poems Instructions Letters to Santa Christmas List 	<ul style="list-style-type: none"> Fact files/information leaflet on dragons Description/Non-Fiction Story writing (planning and writing dinosaur story) 	<ul style="list-style-type: none"> Descriptions - Paddington and London Landmarks Story writing - Paddington Story rewrite/ adapt WBW Writing Pixl Testing 	<ul style="list-style-type: none"> Weather Wheel recount SPAG workshops using un, ing and ed Pixl Testing 	<ul style="list-style-type: none"> Information Poetry - Shape Wanted Poster - Character Description Instructions - making smoothies Consolidation of sentence structure work <p>Cold Write based on Autumn 1 Cold Write. Progressive Assessment</p>
Curriculum Writing opportunities (min. 3 per term)	<ul style="list-style-type: none"> History - Birthday toys of now and then Science - informative sentences about Light 	<ul style="list-style-type: none"> DT - evaluating Kites Geography - Write down the weather forecast Science - seasonal weather 	<ul style="list-style-type: none"> History - Dinosaur description History - Information on Mary Anning Geography - David Attenborough Fact File 	<ul style="list-style-type: none"> History - Recount of the fire DT Bridges Evaluations PSHE - Write about someone who cares for us and what they do for us. Worldviews - Communicating with God Science - materials 	<ul style="list-style-type: none"> History - biography of historical characters ART - writing about their favourite artist Science - Experiment write up - wind. 	<ul style="list-style-type: none"> Guided Reading - Bean diary Science - Bean Experiment write up Geog - Physical and Human environments
Resources (Texts/Visual Resources)	<p><u>Book Links</u></p> <ul style="list-style-type: none"> Nursery Rhymes Old Bear Traditional Tales Funny B <p><u>Visual Literacy</u></p>	<p><u>Book Links</u></p> <ul style="list-style-type: none"> The Jolly Christmas Postman by Janet & Alan Ahlberg The Tiger Who Came to Tea 	<p><u>Books Links</u></p> <ul style="list-style-type: none"> Stone Girl Bone Girl Harry and his bucket full of dinosaurs Dinosaur Time by Michael Foreman Giganotosaurus book by Jonny Duddle 	<p><u>Book Links</u></p> <ul style="list-style-type: none"> The Baker's Boy and the Great Fire of London by Tony Bradman Samuel Pepys' diaries for children 	<p><u>Book Links</u></p> <ul style="list-style-type: none"> Great Woman Who Worked Wonders Bob the man on the Moon Whatever Next 	<p><u>Books Links</u></p> <ul style="list-style-type: none"> Where the Wild Things Are The Tunnel Whimsey Wood - Sarah Hill <p><u>Visual Literacy</u></p> <ul style="list-style-type: none"> Catch It - Literacy shed



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	<ul style="list-style-type: none"> Animated nursery rhymes Old Bear Stories <p>Traditional Tales (youtube)</p>	<u>Visual Literacy</u> <ul style="list-style-type: none"> Firework displays Seasonal changes - A Year in Forty Seconds 	<ul style="list-style-type: none"> Tyrannosaurus Drip- re-telling a story, character descriptions and story sequencing Extinct Reference books about dinosaurs We're Going on a Bear Hunt <u>Visual Literacy</u> <ul style="list-style-type: none"> Dinosaur (Pixar) Walking with Dinosaurs Michael Rosen telling Bear Hunt 	<ul style="list-style-type: none"> Katie in London - James Mayhew Vlad and the Great Fire of London Paddington Bear <u>Visual Literacy</u> <p>Clips of fire BBC Watch</p> <p>Magic Grandad</p> <p>Samuel Pepys - Great Fire of London</p> <p>Paddington</p> <p>Paddington 2</p> <p>Come Outside - Marmalade</p>	<ul style="list-style-type: none"> Supertato Women Who Changed the World Little Wings <u>Visual Literacy</u> <ul style="list-style-type: none"> Clips of space travel Felix Baumgartner - fall from space 	
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Genre Coverage					
Fiction		Non-Fiction		Poetry	
Text Type	Date Covered	Text Type	Date Covered	Text Type	Date Covered
Traditional Stories and Plays		Information texts		Poetry on a theme	
Stories with familiar settings		Labels, lists and captions	Autumn 1 - week 2	Poems - pattern and rhyme	



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Stories with predicable and patterned language		Recount- diary		Poems - using the senses	
Stories from a range of cultures		Recount- fact and fiction	Autumn 1 - week 3		
Stories about fantasy worlds		Postcards and letters			

Staniland Academy Year 1 Writing Curriculum Coverage Statements (Taken from NC)

Composition

Compose a sentence orally then independently write simple phrases and clauses in series.

Compose sentences and record in order to form a ranges of text genres linking ideas to a topic/interest/personal experience.

Join words and clauses using 'and' appropriately.

Make simple connections between ideas and events using phrases e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally', including those to indicate the start or end of upon a time', 'A long time ago', 'One day', 'The end' or 'They lived happily ever after'.

Show some indication of basic purpose of form in their writing use simple writing frames to support the layout of text.

Compose a sentence orally then independently write simple phrases and clauses in series.

Compose sentences and record in order to form a ranges of text genres linking ideas to a topic/interest/personal experience.

Join words and clauses using 'and' appropriately.

Vocabulary

Use simple vocabulary appropriate to the purpose of writing e.g. simple scientific words and show evidence of this in context of writing.



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Use some simple descriptive language e.g. colour, size, simple emotion.

Has begun to use words combined to make sentences in the past/present tense

Has begun to use words for the singular and plural.

Grammar and Punctuation

Independently use capital letters at the start of sentences.

Demarcate sentences using full stops at the end of a sentence.

Have an awareness of the use of exclamation and question marks.

Some accurate use of capital letters used for: names of people and places (proper nouns); days of the week; the pronoun 'I'

Spelling

Name the letters of the alphabet in order.

Use letter names to distinguish between alternative spellings of the same sound.

Accurately spell the days of the week and common decodable words

Apply the simple spelling rules and guidance for Year 1 (English appendix 1 from the statutory guidelines)

Accurately spell words containing each of the 40+ phonemes and provide phonetically plausible attempts evidenced in independent writing.

Accurately spell many common exception words and high frequency words evidenced in independent writing.

Identify the effect of suffixes 's' and 'es' and apply the spelling rule e.g. plurals for nouns and third person singular marker for verbs

Add the prefix un- to root words and can explain why.

Add and use the suffixes -ing, -ed, -er e.g. helping, helped and helper and -er and -est to adjectives e.g. quicker/quickest

Handwriting

Lower-case letters are formed in the correct direction, starting and ending in the right place in conjunction with the school's own handwriting policy

Leave appropriate spaces between words

Can form capital letters correctly

Can form the digits 0-9

Understands which letters belong to same handwriting 'families'

Write from memory simple sentences dictated by the teaching to include common exception words, GPC words and punctuation from Year 1.



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Staniland Academy Year 2 Reading Curriculum Coverage Statements (Taken from NC)

Word Reading

Uses phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs

Reads aloud, fluently and confidently books which are matched to phonic knowledge

Accurately read all 40+ phonemes responding speedily.

Some common exception words read automatically

Read words containing GPCs and -s, -es, -ing, -ed and -est endings

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Some common exception words read automatically and can note the unusual correspondence between the spelling and sound and where they occur in the word.

Reads words of more than one syllables

Can check a text makes sense and self-corrects when reading

Engagement with a range of texts 1a

Developed a pleasure in reading and motivation

Listens to and discusses a wide range of poems, stories and non-fiction texts

Can link what they have read or heard read to own experiences

Selects own stories and justifies the selection

Participates in discussion about what is read to them and listens to what others have to say

Learning to appreciate rhyme and poems and recite some by heart

Literal understanding and information retrieval- Content Domain: 1b (Rex) 1c (Suki)

Recalls and retells familiar and well-known stories



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Retells or explains information read and link to other parts of text e.g. pictures

Generally accurate in locating information and using textual cues to answer simple literal questions

Inferential Understanding- Content Domain 1d (Iggy) 1e (Pip)

Begin to make simple reasonable inferences from pictures and text linked to own knowledge and experiences

Begin to use what has been read to predict what might happen next

Authorial intent, authors' use of language and presentational features- Content Domains: 1a (Victor) 1b (Pip)

Identify some key features of a text; including title and main events

Awareness that texts can be structured in a certain order

Some awareness of language features used within texts; including predictable phrases and rhyme

Can talk about how a text makes them or others feel and speculate on what the overall feeling of emotion expressed by a text to be

Identify new and unfamiliar words and what they mean in the content of the text



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