


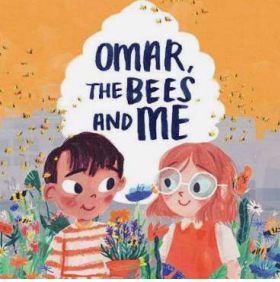
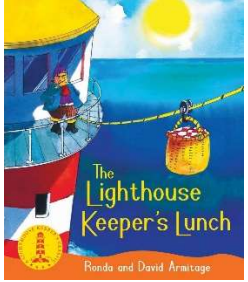











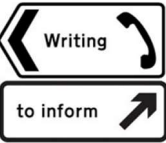
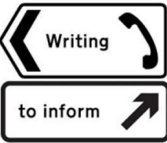

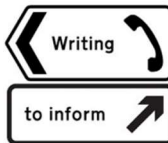



Reception and Year 1 English Long-Term Plan

	Autumn 1 Marvellous Me KS1 - How am I making history	Autumn 2 Let's Celebrate KS1 - Shanghai	Spring 1 On the move KS1 - How did we learn to fly	Spring 2 My local area KS1 - explorers	Summer 1 Growing KS1 - why is our world wonderful	Summer 2 The World Around Us KS1 - seaside and coastal living
Class text	 <p>Traditional Tales</p>					
Texts in provision / reading						
Fiction	<p>Story Retelling</p> 	<p>Story Retelling</p> 	<p>Description</p> 	<p>Setting Description</p> 	<p>Story</p> 	<p>Description</p> 
Non-Fiction	<p>Instructions</p> 	<p>Letter</p> 	<p>Recount</p> 	<p>Letter</p> 	<p>Instructions</p> 	<p>Recount</p> 
Poetry	Nursery Rhymes	List Poetry – 5 Things in a teacher's bag	Squirting Rainbows – Shirley Hughes	Rhyming Poem – Shuffle and Squelch Julia Donaldson	Rhyming Poem – Don't Michael Rosen	Tongue Twisters

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C&L</p> <ul style="list-style-type: none"> • Listens to stories, songs & rhymes & asks for favourites • Can shift attention when interested in conversation • Understands longer instructions, containing 3 key words • Actions demonstrate understanding of simple concepts <p>PD</p> <ul style="list-style-type: none"> • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. <p>Literacy</p> <ul style="list-style-type: none"> • Write some or all the letters of their name. • Develop understanding of 5 key concepts about print. • Listen to longer stories. • Hear and use ambitious vocabulary. 		<p>C&L</p> <ul style="list-style-type: none"> • Listens to the opinions of others in a small group. • Follows longer, more complex instructions • Retells simple stories sometimes using the vocabulary from books • Understands who, what, where, how and why questions • Sometimes uses tenses correctly <p>Ask questions about events in the past or future & uses vocabulary associated with the events</p> <p>PD</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Literacy</p> <ul style="list-style-type: none"> • Begins to write letters to represent initial sound of words. • Extended conversations about stories, learning new and ambitious vocabulary. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Use prediction skills. 		<p>C&L</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention • May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span • Understands a range of complex sentence structures including negatives, plurals and tense markers • Listens and responds to ideas expressed by others in conversation or discussion • Understands questions such as who; why; when; where and how <p>PD</p> <ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters independently <p>Literacy</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Listen, retell and predict new endings. 	

Spelling, Punctuation and Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Using finger spaces 		<ul style="list-style-type: none"> • Finger spaces 		<ul style="list-style-type: none"> • Finger spaces 	

<ul style="list-style-type: none"> • Capital letters and full stops. • Capital letter for personal pronoun 'I' and for the name of people and places. • Name letters of the alphabet in order • Add suffix -s • Add suffixes -ing, -ed 	<ul style="list-style-type: none"> • Capital letters and full stops. • Conjunction – and • Using Question marks • Capital letter for personal pronoun 'I' and for the name of people, places and days of the week. • Spell days of the week • Add suffixes -s and-es. • Add suffixes -ing, -ed, -er 	<ul style="list-style-type: none"> • Capital letters and full stops. • Conjunction – and • Using Question marks and exclamation marks • Capital letter for personal pronoun 'I' and for the name of people, places, days of the week and months of the year. • Add prefix un- • Add suffixes -ing, -ed, -er, -est
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Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Form lowercase letters in the correct direction, starting and finishing in the right place. • Form capital letters correctly • Form digits 0-9 • Saying sentence out loud. • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher 		<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Form lowercase letters in the correct direction, starting and finishing in the right place. • Form capital letters correctly • Saying sentence out loud. • Sequence sentences to form short narratives. • Re reading to check it makes sense • Discuss writing with teacher • Read writing aloud. 		<ul style="list-style-type: none"> • Sit at the table correctly, holding a pencil correctly. • Saying sentence out loud. • Sequence sentences to form narratives. • Re reading to check it makes sense • Discuss writing with teacher • Read writing aloud. 	

Reading Comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Be familiar with traditional tales and retell them. • Recognise and join in with predictable phrases. • Learn poems and rhymes by heart 		<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Link texts to their own experiences • Recognise and join in with predictable phrases. • Learn poems and rhymes by heart • Discuss meaning of new vocabulary 		<ul style="list-style-type: none"> • Listen to poems, stories and non-fiction texts. • Link texts to their own experiences • Be familiar with traditional tales and retell them. • Recognise and join in with predictable phrases. 	

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Check that the text makes sense to them
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

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