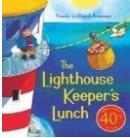
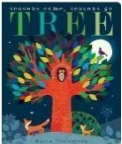
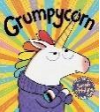









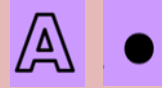



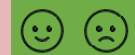
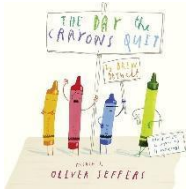
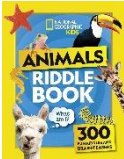























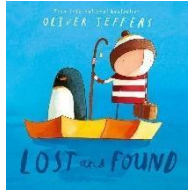
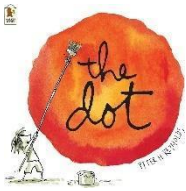



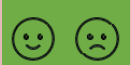





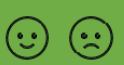











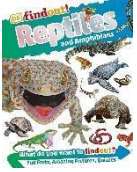
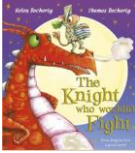


































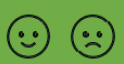




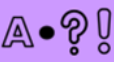


Manor Park First School - Long Term Planning English - Year 1

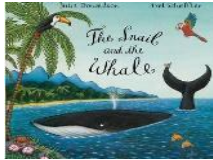
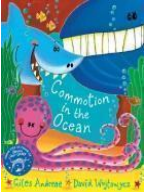
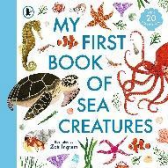







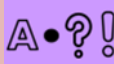

Autumn 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 Author visit	Week 8 3 days
	 <p>The Lighthouse Keeper's Lunch Ronda & David Armitage Can read other stories from the same series</p>					 <p>Seasons Come, Seasons Go Tree Britta Teckentrup</p> <p>Linked texts: Tap the Magic Tree, Owl Babies</p>	 <p>Grumpycom Sarah McIntyre</p>	
	<p>Writing outcome Non-Fiction:</p> <p>Labels for the items that Mrs Gringling is putting in the basket.</p> <p>Some children will write simple sentences.</p>	<p>Writing outcome Fiction:</p> <p>A message from the lighthouse</p>	<p>Writing outcome Fiction:</p> <p>A postcard or letter from Mrs Gringling.</p> <p>Speech bubbles to show what characters are saying.</p>	<p>Writing outcome Non-Fiction:</p> <p>A set of instructions: how to make a delicious sandwich for Mr Gringling's lunch</p>	<p>Writing outcome Non-Fiction:</p> <p>Instructions: how to make a disgusting sandwich for Mr Gringling's lunch so the seagulls don't pick on it.</p>	<p>Writing outcome Poetry:</p> <p>Seasonal vocabulary – captions, labels.</p> <p>Rhyming words.</p>	<p>Writing outcome Poetry:</p> <p>Shape / calligram poem about the seasons.</p>	<p>Writing outcome Fiction:</p> <p>Inspired by author visit:</p> <p>Sarah McIntyre and Philip Reeve</p>
	Oral retelling of the story and story mapping							
Grammar Focus:	<p>Leave spaces between words,</p>  <p>Use capital letters for names of people, places, days of the week</p>  <p>Know letter names ABC etc.</p> 	<p>Leave spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p> 	<p>Leave spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p>  <p>Use some time movers: first, then, after (this will help children to learn how to sequence)</p> 	<p>Leave spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p>  <p>Use some describing words.</p> 	<p>Leave spaces between words.</p>  <p>Begin to punctuate sentences using capital letters, full-stops.</p>  <p>Begin to use words to describe feelings.</p> 			

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 4 days
	 <p>The Day the Crayons Quit Drew Daywalt</p>			 <p>Animal riddles</p>	 <p>Mog's Christmas Judith Kerr</p>		
	<p>Writing outcome Fiction:</p> <p>An email from a crayon to Duncan telling him why you left the crayon box. Questions.</p>	<p>Writing outcome Fiction:</p> <p>Character description: Describe the different crayons and their personalities. Speech bubbles.</p>	<p>Writing outcome Fiction:</p> <p>A letter from a crayon to Duncan telling him where he has been.</p>	<p>Writing outcome Poetry:</p> <p>A riddle about animals.</p>	<p>Writing outcome Non-Fiction:</p> <p>A missing poster for Mog focusing on good use of vocabulary.</p>	<p>Writing outcome Fiction:</p> <p>A simple narrative.</p>	
<p>Grammar Focus:</p>	<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use some time movers: first, then, after </p>	<p>Leave spaces between words. </p> <p>Use some describing words. </p>	<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use some time movers: first, then, after </p>	<p>Leave spaces between words. </p> <p>Use some describing words. </p> <p>Use a simple structure in my writing. </p>	<p>Use some describing words. </p> <p>Use words that describe feelings. </p>	<p>Leave spaces between words. </p> <p>Use capital letters for names of people, places, days of the week, using grammatical terminology.  </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Use a simple structure in my writing. E.g beginning, middle and end. </p>	

Spring 1	Week 1 4 days	Week 2	Week 3	Week 4	Week 5	Week 6
	 Lost and Found Oliver Jeffers Linked text: Dogger: Shirley Hughes			 The Dot Peter H Reynolds		
	Writing outcome Fiction: A diary entry from the perspective of the penguin.	Writing outcome Fiction: An alternative 'lost and found' story that includes feeling words.	Writing outcome Non-Fiction: A recount about the events that happen in the book. (first person recount)		Writing outcome Non-Fiction: Instructions for how to mix different colours and how to start painting.	
	Oral retelling of the story and story mapping					
Grammar Focus:	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.  Use some time movers: first, then, after  Use words that describe feelings. 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.   Use 'and' to extend sentences – other conjunctions if ready.  Use a simple structure in my writing. E.g beginning, middle and end.  Use words that describe feelings. 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.   Use 'and' to extend sentences – other conjunctions if ready.  Use past and present mostly accurately – if ready, expose to grammatical terms. /ed suffix/ 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.   Use 'and' to extend sentences – other conjunctions if ready.  Use some time movers: first, then, after  Use some describing words. 		

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	 Reptile non-fiction books			 The Knight Who Wouldn't Fight Helen Docherty		
	Writing outcome Non-Fiction: Formal letter to reptile owner asking if they would be able to visit.	Writing outcome Non-Fiction: Recount about their visit by the reptile owner.	Writing outcome Non-Fiction: Non-chronological report about a reptile.	Writing outcome Fiction: Character comparison. A wanted poster for a knight.	Writing outcome Fiction: A simple narrative.	
Grammar Focus:	Oral retelling of the story and story mapping					
	Leave spaces between words.  Use capital letters for names of people, places, days of the week.  Introduce further punctuation ?  Use 'and' to extend sentences – other conjunctions if ready.  I don't start all my sentences with "the" or the character name or a pronoun. (GDS target) 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.  Use 'and' to extend sentences – other conjunctions if ready.  Use some time movers: first, then, after 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.  Use 'and' to extend sentences – other conjunctions if ready.  Use past and present mostly accurately. /ed suffix/  Evidence of plural ending should now be seen.	Leave spaces between words.  Use capital letters for names of people, places, days of the week. Question marks.  Use 'and' to extend sentences – other conjunctions if ready.  I don't start all my sentences with "the" or the character name or a pronoun. GDS target 	Leave spaces between words.  Use capital letters for names of people, places, days of the week, using grammatical terminology.  Use 'and' to extend sentences – other conjunctions if ready.  Use a simple structure in my writing. E.g beginning, middle and end.  Noun phrases  Use story language and structure 	

Summer 1	Week 1 3 days	Week 2	Week 3 4 days	Week 4	Week 5
	 Jack and the Beanstalk				
	Writing outcome Non-Fiction: Instructions: how to plant and grow a bean.	Writing outcome Fiction: Thought bubbles. Letter of advice to Jack about stealing the golden goose.	Writing outcome Fiction: Character description and setting description, leading to a narrative using an innovated character or setting.	Writing outcome Non-Fiction: Plant diary, using observations from previous two weeks.	
	Oral retelling of the story and story mapping		Retelling own story		
Grammar Focus:	<p>Use capital letters for names of people, places, days of the week, using grammatical terminology. </p> <p>Introduce further punctuation. </p> <p>Use some time movers: first, then, after </p> <p>Use some describing words. </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p>	<p>Punctuate sentences using a variety of punctuation. </p> <p>Use 'and' to extend sentences – other conjunctions if ready. </p> <p>Write for intended audience </p> <p>Use words that describe feelings. </p>	<p>Punctuate sentences using a variety of punctuation. </p> <p>Use 'and' to extend sentences. Use other conjunctions if ready. </p> <p>Use some describing words. </p> <p>Use a simple structure in my writing. E.g beginning, middle and end. </p>	<p>Punctuate sentences using a variety of punctuation. </p> <p>Using 'and' to extend sentences – other conjunctions if ready. </p> <p>I don't start all my sentences with "the" or the character name or a pronoun. (GDS target) </p>	

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		The Snail and the Whale Julia Donaldson			Commotion in the Ocean Giles Andreae		My First Book of Sea Creatures Zoe Ingram
	Writing outcome Fiction: Diary entry from the perspective of the snail – talking about what they have seen around the world.			Writing outcome Poetry: Describe sea creatures. Rhyming couplets	Writing outcome Poetry: Create own version of Commotion in the focusing on word choices and vocabulary.	Writing outcome Non-Fiction: Non-chronological report about sea creature	
Grammar Focus:	Punctuate sentences using capital letters, full stops and question marks, exclamations.  Use some time movers: first, then, after (this will help children to learn how to sequence)  Use some describing words.  Use 'and' to extend sentences – other conjunctions if ready  I don't start all my sentences with 'the' or 'character name'. 			Use similes  Use noun phrases 	Punctuate sentences using a variety of punctuation.  Use some describing words.  Use 'and' to extend sentences – other conjunctions if ready. 