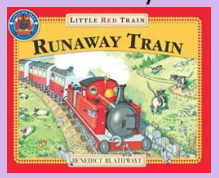
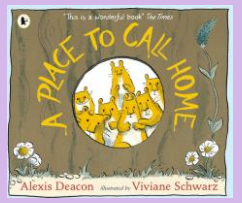
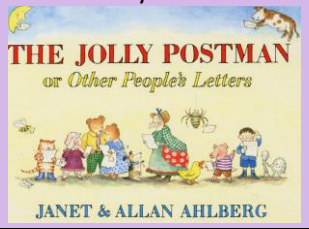
English Long Term Plan – Year 1 and 2

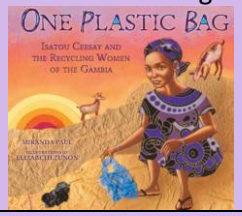
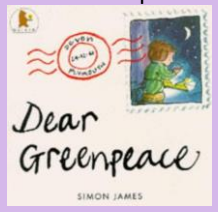
Cycle A

Autumn Term – Love for ourselves and our community					
Focus Texts	Lubna and Pebble 	The Runaway Train 	A Place to Call Home 		
Topic Links	Geography – houses and homes, local area including transport Values- community, love Art – self-portraits				
Learning Objectives taught throughout the year (ongoing)	**Speaking and Listening:** Children should be given plenty of opportunities to develop their speaking and listening skills through daily English teaching, e.g. use of talk partners, group work, booktalk, answering and asking questions. Children should participate in role play and discussion activities, with the teacher modelling active listening and ensuring children learn good speaking and listening behaviours including looking at the listener and responding appropriately. The learning environment should be rich in vocabulary and children should have the opportunity to discuss and explore new vocabulary in different contexts. **Reading:** Children will build on learning in EYFS and Y1 by learning to: apply phonic knowledge and skills as the route to decode words; blend with increasing speed in order to become fluent readers; recognize and read the Y1 and Y2 common exception words by sight to aid fluency; re-read books to further develop fluency and confidence. Readers in Y1 and Y2 will continue to: listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; link what they read or hear read to their own experiences; make inferences, predictions and ask/answer questions about what they have read. **Writing:** Y1 Across all genres, children will develop a variety of writing skills: using capital letters for names, places, days of the week and the personal pronoun 'I'; with increasing accuracy over the year; use finger spaces to separate words; write in simple sentence structures which develop throughout the year; spell words containing phonemes already taught; spell an increasing number of the Year 1 common exception words, being able to spell the list in its entirety by the end of the year; apply all spelling rules from the Appendix for Year 1 by the end of the year; can talk about what they want to write; can use the simple features and vocabulary of a range of text types; can re-read their writing back to themselves or to others and can talk about what they have written; write from memory simple sentences dictated by a teacher; can sit at a table, holding a pencil comfortably and correctly; can write lower case letters in the right direction starting and finishing in the correct places; can write capital letters in the right direction, starting and finishing in the correct places; can form all numerals 0-9 accurately and with a regular size. Y2: Across all genres, pupils will demonstrate a range of writing skills: writing sequences of sentences related to a topic or to form a narrative piece, which are increasingly accurately punctuated (in the main) with the basic punctuation of capital letters, full stops, exclamation marks and question marks; accurately spelling an increasing number of words from the KS1 Spelling Appendix throughout the year, aiming for correct and consistent spelling of all KS1 common exception words by the end of the year; planning and writing pieces in a variety of styles and for a variety of purposes and audiences; proof-reading their own work to check for errors and to edit for simple revisions and improvements with increasing independence; forming all letters correctly and in line with the school handwriting policy and using appropriately sized spaces between words.				
Writing Purposes	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Inform	Writing to Entertain
Specific learning objectives taught within unit (NC)	**Reading** -make simple predictions about a book based on the title and front cover -answer simple retrieval questions about texts -summarise a story by linking to its title -begin to explain my understanding of a text that has been read to me -discuss the sequence of events in a text and how items are related -discuss my favourite words and phrases	**Reading** -make simple predictions about a book based on the title and front cover -answer simple retrieval questions about texts -summarise a story by linking to its title - explain my understanding of a text that has been read to me -discuss the sequence of events in a text and how items are related	**Reading** -make simple predictions about a book based on the title and front cover -answer simple retrieval questions about texts -discuss word meanings, making links to known vocabulary -summarise a story by linking to its title	**Reading** -make simple predictions about a book based on the title and front cover -answer simple retrieval questions about texts -discuss word meanings, making links to known vocabulary -summarise a story by linking to its title	**Reading** --make simple predictions about a book based on the title and front cover -answer simple retrieval questions about texts -discuss word meanings, making links to known vocabulary

	-summarise the events in a text using some language from the text -identify some key aspects of texts (plot) **Writing** -understand how words combine to make a sentence -write short simple sentences related to a topic -use basic adjectives to describe within captions/sentences -write a short sequence of related sentences to retell a short narrative Y1 consolidation: use of capital letters and full stops, simple conjunctions to join ideas -write a short, simple narrative, drawing on and using ideas from reading -use past tense -use simple expanded noun phrases to describe and specify -use some coordination (and, but, or) -use exclamation marks, full stops and capital letters with increasing accuracy	-discuss my favourite words and phrases -summarise the events in a text using some language from the text -identify some key aspects of texts (plot and setting) **Writing** -write a short sequence of related sentences to retell and create a short narrative (familiar story) -use language taken from reading to retell and write -use basic adjectives to describe within captions/sentences -use capital letter and full stop to demarcate some sentences (support) -write a short, simple, coherent narrative, drawing on and using ideas from reading (focus on linking ideas coherently through planning) -use past tense with increasing consistency -use simple expanded noun phrases to describe and specify, choosing precise vocabulary -use coordination with more consistency (and, but, or, so) -use exclamation marks, full stops and capital letters with increasing accuracy	-clearly explain my understanding of a text that has been read to me -ask simple questions about texts I have read - discuss the sequence of events in a text -identify key aspects of texts structured in different ways (e.g. non-fiction for research) **Writing** -understand how words combine to make a sentence -begin to use features and vocabulary of text types -use capital letter for names of places -write a short sequence of related sentences -begin to join ideas using 'and' -begin to develop an awareness of question marks -write about real events in a factual way -write about real events, recording these simply and clearly -begin to use features of non-fiction texts with support -use present tense correctly -begin to use subordination (because, when) -use sentences in different forms including questions and statements -use question marks accurately to demarcate questions as subheadings -use coordinating conjunctions (and, but, or) -use adjectives to create description	-clearly explain my understanding of a text that has been read to me -ask simple questions about texts I have read - discuss the sequence of events in a text -identify key aspects of texts structured in different ways (e.g. non-fiction for research) **Writing** -understand how words combine to make a sentence -begin to use features and vocabulary of text types – instructions -develop an awareness of question marks -write a short sequence of related sentences (commands) -write about real events in a factual way -write about real events, recording these simply and clearly -use present tense correctly -use sentences in different forms including questions, statements and commands -use question marks accurately to demarcate questions -use coordinating conjunctions (and, but, or) -use adjectives to create description	-summarise a story by linking to its title -clearly explain my understanding of a text that has been read to me -become increasingly familiar with, and retell, a wider range of stories -discuss my favourite words and phrases -identify key aspects of text: character **Writing** -write a short sequence of related sentences to create a short first person narrative -use capital letter for personal pronoun 'I' -introduce exclamation marks -use basic adjectives to describe within simple sentences -begin to join ideas using 'and' -write for an increasing range of audiences and purposes -write a simple, coherent narrative based on others' experiences (fictional) -use subordinating conjunctions (if, when, because) -use questions and exclamation marks to punctuate sentences -use past tense mostly consistently -begin to use commas in lists
Writing opportunities	Character description Simple recount of Lubna's journey	Story in a familiar setting – retelling	Non-chron report – transport	Instructions	Setting description Story retelling (could be first person)
Sentence-level activities	Y1 – oral sentence construction (subject+verb), word level activities drawing on phonic knowledge, simple single clause sentences, lots of dictation activities, combining words to make sentences (unjumbling), capital letters only at beginning of sentences Y2 – securing capital letters and full stops in single clause sentences (subject+verb), beginning to build sentences with a growing range of conjunctions (sentence combining activities, sentence strip activities), beginning to explore different sentence types towards the end of the term (questions, statements, commands) and their purpose, short sequence of sentences which make sense and follow on from each other; dictation and sentence building activities towards end of term (e.g. start simple, improve by changing verb, adding adjective)				

Spring Term				
Focus Texts	The Secret Sky Garden 	The Jolly Postman 	Traditional Tales 	
Topic Links	Love for our country – working together Science – materials (3 little pigs houses)			
Learning Objectives taught throughout the year (ongoing) Y1 Y2	**Speaking and Listening:** Children should be given plenty of opportunities to develop their speaking and listening skills through daily English teaching, e.g. use of talk partners, group work, booktalk, answering and asking questions. Children should participate in role play and discussion activities, with the teacher modelling active listening and ensuring children learn good speaking and listening behaviours including looking at the listener and responding appropriately. The learning environment should be rich in vocabulary and children should have the opportunity to discuss and explore new vocabulary in different contexts. **Reading:** Children will build on learning in EYFS and Y1 by learning to: apply phonic knowledge and skills as the route to decode words; blend with increasing speed in order to become fluent readers; recognize and read the Y1 and Y2 common exception words by sight to aid fluency; re-read books to further develop fluency and confidence. Readers in Y1 and Y2 will continue to: listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; link what they read or hear read to their own experiences; make inferences, predictions and ask/answer questions about what they have read. **Writing:** Y1 Across all genres, children will develop a variety of writing skills: using capital letters for names, places, days of the week and the personal pronoun 'I'; with increasing accuracy over the year; use finger spaces to separate words; write in simple sentence structures which develop throughout the year; spell words containing phonemes already taught; spell an increasing number of the Year 1 common exception words, being able to spell the list in its entirety by the end of the year; apply all spelling rules from the Appendix for Year 1 by the end of the year; can talk about what they want to write; can use the simple features and vocabulary of a range of text types; can re-read their writing back to themselves or to others and can talk about what they have written; write from memory simple sentences dictated by a teacher; can sit at a table, holding a pencil comfortably and correctly; can write lower case letters in the right direction starting and finishing in the correct places; can write capital letters in the right direction, starting and finishing in the correct places; can form all numerals 0-9 accurately and with a regular size. Y2: Across all genres, pupils will demonstrate a range of writing skills: writing sequences of sentences related to a topic or to form a narrative piece, which are increasingly accurately punctuated (in the main) with the basic punctuation of capital letters, full stops, exclamation marks and question marks; accurately spelling an increasing number of words from the KS1 Spelling Appendix throughout the year, aiming for correct and consistent spelling of all KS1 common exception words by the end of the year; planning and writing pieces in a variety of styles and for a variety of purposes and audiences; proof-reading their own work to check for errors and to edit for simple revisions and improvements with increasing independence; forming all letters correctly and in line with the school handwriting policy and using appropriately sized spaces between words.			
Writing Purposes	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Entertain
Specific learning objectives taught within unit (NC)	**Reading** -become familiar with an increasing range of stories, fairy tales and traditional tales -talk about the key features of a range of familiar stories	**Reading** -recognise and join in with predictable phrases in stories -begin to make simple inferences about texts -discuss word meanings	**Reading** -become familiar with an increasing range of stories, fairy tales and traditional tales -recognise and join in with predictable phrases in stories -begin to make simple inferences about texts	Reading -discuss word meanings, linking to known vocabulary -answer simple retrieval questions about the text -ask questions about texts to further my understanding

	-recognise and join in with predictable phrases in stories -begin to make simple inferences about texts -become increasingly familiar with, and can retell, a wider range of traditional tales -identify simple recurring literary language in stories -justify personal responses to texts -discuss the sequence of events in a story and how items of information are related -discuss my favourite words and phrases and their impact on the meaning in the text **Writing** -develop an awareness of exclamation marks -write a short sequence of related sentences to retell a short narrative -use basic adjectives to describe within captions/sentences -use –ed endings where no change is needed to root word (use of past tense in retelling story) -join two ideas/extend sentences using 'and' -write a simple coherent narrative based on others' experiences (fictional – support with planning) -draw on and use ideas and vocabulary from reading -use an apostrophe correctly to show singular possession (ensure they start with the subject, (**e.g. X's garden…)** -use past tense mostly consistently and correctly - use simple expanded noun phrases to describe and specify – precise word choices -use of –er and –est in adjectives **(accuracy in spelling suffixes)**	-identify key aspects of texts structured in different ways (instructions) **Writing** -write in simple sentence structures -begin to use the conjunction 'and' to join two simple sentences together -begin to use language taken from reading within writing e.g. imperative verbs -use the features/vocabulary of specific text types -write a short sequence of related sentences to create a non-fiction text -form all numerals 0-9 accurately -write for an increasing range of audiences and purposes (instructions) -use layout features associated with instructions -identify and write command sentences, including imperative verbs (note differences between sentence types) -begin to use time connectives to sequence ideas and add to coherency **(only time to use different sentence openers)** -use commas in lists -use some coordination and subordination **(taught so far)** -begin to use adverbs to add detail to sentences	-discuss word meanings -become increasingly familiar with, and can retell, a wider range of traditional tales -identify simple recurring literary language in stories -justify personal responses to texts -discuss the sequence of events in a story and how items of information are related -discuss my favourite words and phrases and their impact on the meaning in the text **Writing** - write a short sequence of related sentences. --use basic adjectives in sentences -use the conjunction 'and' to join two simple sentences together -use basic vocabulary/features of traditional tales -use 'un' prefix to create a negative meaning, e.g. unkind, unhappy, unfair -use –er and –est where no change to the root word is needed in description, e.g. taller, shorter, fastest -write for a growing range of purpose and audiences, with some awareness of reader through word and sentence choices, e.g. opening with a question -use expanded noun phrases to describe and specify -begin to use thesaurus to select appropriate adjectives or verbs -use present tense consistently and correctly	-discuss favourite words and phrases Writing -write a short sequence of related sentences to retell or create a short narrative -use basic adjectives in sentences -use the conjunction 'and' to join two simple sentences together -use basic adjectives in sentences -use the conjunction 'and' to join two simple sentences together -use –ing or –ed endings where there is no change to root word (could introduce 'ing' in list of what character is doing, e.g. Little Red is walking… The woodcutter is hunting… The wolf is prowling…) -write a coherent narrative based on others' experiences with increasing independence -use –ly to turn adjectives into adverbs -use coordination and subordination with growing consistency -identify and write exclamatory sentences (starting with 'What/How' and including verb) – **identify difference to statements, commands, questions** -use the progressive form of verbs in the present and past tense (she was running/she is running) -begin to use different sentence openers to add interest and signposts for the reader -spell compound words created from two nouns (e.g. beanstalk)
Writing opportunities	Setting description – garden Retelling story	Instructions	Descriptive writing – WANTED poster	Narrative adventure linked to fairytale – twist on a tale
Sentence level activities	Y1 – begin to secure use of capital letters, full stops and finger spaces in single clause sentences; introduce 'and' to join ideas, then clauses; capital letters only at start of sentences; unjumbling/dictation activities; simple use of exclamation marks (not exclamatory sentences); scaffolded sequence of sentences using visuals Y2 – wider use of conjunctions **(coordination and subordination – always main clause+subordinate clause);** questions, commands, statements used accurately for the purpose; introduction to exclamatory sentences; beginning to use commas in lists regularly; sentence combining/sentence expanding/experimenting with different sentence types/sorting different sentence types; building vocabulary through use of powerful verbs, more detailed expanded noun phrases, introduction of adverbs			

Summer Term			
Focus Texts	One Plastic Bag 	Meerkat Mail 	Dear Greenpeace 
Topic Links	Love around the world – curriculum theme. Science- animals Geography – seasides – world geography		
Learning Objectives taught throughout the year (ongoing)	**Speaking and Listening:** Children should be given plenty of opportunities to develop their speaking and listening skills through daily English teaching, e.g. use of talk partners, group work, booktalk, answering and asking questions. Children should participate in role play and discussion activities, with the teacher modelling active listening and ensuring children learn good speaking and listening behaviours including looking at the listener and responding appropriately. The learning environment should be rich in vocabulary and children should have the opportunity to discuss and explore new vocabulary in different contexts. **Reading:** Children will build on learning in EYFS and Y1 by learning to: apply phonic knowledge and skills as the route to decode words; blend with increasing speed in order to become fluent readers; recognize and read the Y1 and Y2 common exception words by sight to aid fluency; re-read books to further develop fluency and confidence. Readers in Y1 and Y2 will continue to: listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; link what they read or hear read to their own experiences; make inferences, predictions and ask/answer questions about what they have read. **Writing:** Y1 Across all genres, children will develop a variety of writing skills: using capital letters for names, places, days of the week and the personal pronoun 'I'; with increasing accuracy over the year; use finger spaces to separate words; write in simple sentence structures which develop throughout the year; spell words containing phonemes already taught; spell an increasing number of the Year 1 common exception words, being able to spell the list in its entirety by the end of the year; apply all spelling rules from the Appendix for Year 1 by the end of the year; can talk about what they want to write; can use the simple features and vocabulary of a range of text types; can re-read their writing back to themselves or to others and can talk about what they have written; write from memory simple sentences dictated by a teacher; can sit at a table, holding a pencil comfortably and correctly; can write lower case letters in the right direction starting and finishing in the correct places; can write capital letters in the right direction, starting and finishing in the correct places; can form all numerals 0-9 accurately and with a regular size. Y2: Across all genres, pupils will demonstrate a range of writing skills: writing sequences of sentences related to a topic or to form a narrative piece, which are increasingly accurately punctuated (in the main) with the basic punctuation of capital letters, full stops, exclamation marks and question marks; accurately spelling an increasing number of words from the KS1 Spelling Appendix throughout the year, aiming for correct and consistent spelling of all KS1 common exception words by the end of the year; planning and writing pieces in a variety of styles and for a variety of purposes and audiences; proof-reading their own		

	work to check for errors and to edit for simple revisions and improvements with increasing independence; forming all letters correctly and in line with the school handwriting policy and using appropriately sized spaces between words.				
Writing Purposes	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to inform
Specific learning objectives taught within unit (NC)	**Reading** -develop pleasure and motivation to read by listening to and discussing a wide range of non-fiction -make links between own experiences and what I have read -discuss word meanings -know that non-fiction books can be structured in different ways -identify key aspects of texts (contents, index, glossary) -use age appropriate non-fiction texts to extract information **Writing** -write in simple sentence structure -use the conjunction 'and' to join two simple sentences together -begin to use question marks to end questions (section headings?) -begin to use language taken from reading in writing (technical vocabulary) -use the features/vocabulary of the text type -write a short sequence of sentences to create a non-fiction text -use some adjectives to describe -write for increasing range of audiences and purposes – correct use of technical vocabulary, diagrams to help the reader navigate and understand the text -write about real events, recording these simply and clearly -use layout features associated with non-fiction texts, including headings and subheadings -use coordination and subordination to link sentences – consider coherency and order of ideas -use sentences in different forms: statements, questions, exclamations -use expanded noun phrases to specify	**Reading** -make predictions about what might happen on the basis of what has been read so far -make inferences on the basis of what has been said and done -become increasingly familiar with, and retell, a wider range of stories -identify key aspects of texts: settings -discuss the sequence of events in a story -discuss my favourite words and phrases and their impact on the meaning in the text **Writing** -write in simple sentence structures -write a short sequence of related sentences to create a simple narrative -begin to use capital letters for days of the week and months (diary entry format, or scaffolded sentence openers 'On Monday…') and use a capital letter for personal pronoun 'I' -use exclamation marks to demarcate an exclamatory sentence -use –ing and –ed suffixes where no change is needed to root word -use more ambitious adjectives to describe, taking some ideas from reading -write coherent narrative about others' experiences (fictional) with increasing independence -use sentences in different forms: statements, exclamations, questions (including correct punctuation) -use –ly to form adverbs from adjectives -use expanded noun phrases to describe, with increasing precision -use the past tense consistently and correctly, including progressive form (e.g. I **was sitting** in the sun when…) -use different sentence openers to sequence ideas for reader (scaffolded) -begin to include emotive vocabulary to explore feelings/thoughts –	**Reading** -develop pleasure and motivation to read by listening to and discussing a wide range of non-fiction -make links between own experiences and what I have read -discuss word meanings -become increasingly familiar with texts structured in different ways (explanation texts) **Writing** -write in simple sentence structure -use the conjunction 'and' to join two simple sentences together -use some question marks to demarcate questions -begin to use language taken from reading in writing (technical vocabulary) -use the features/vocabulary of the text type -write a short sequence of sentences to create a non-fiction text -use some adjectives to describe -write for increasing range of audiences and purposes – consider audience through clarity of word choices -write about real events, recording these simply and clearly -use layout features associated with leaflets, including headings and subheadings (could extend to fact boxes, choosing layout with pictures/captions) -use coordination and subordination to link sentences – consider coherency and order of ideas, and relevance of conjunctions (so, because) -use commas in lists -use sentences in different forms: statements, questions, commands, exclamations – use questions for	**Reading** -make predictions and inferences based on what is said and done -summarise a story by linking to its title -talk about the key features of familiar stories --become increasingly familiar with, and retell, a wider range of stories -identify key aspects of texts: settings, characters, plot -discuss the sequence of events in a story and how items of information are related -justify personal responses to a text -discuss my favourite words and phrases and their impact on the meaning in the text **Writing** -write a short sequence of related sentences to form a short narrative -use more ambitious vocabulary to describe, beginning to draw on my reading -use some question marks and exclamation marks to demarcate sentences -use capital letters for pronouns -use different conjunctions to join words and clauses, e.g. 'and', 'but', 'because' -read my work aloud to others clearly enough to be heard -write coherent narrative about others' experiences (fictional) with increasing independence – planning 5-part story -use sentences in different forms: statements, exclamations, questions, commands (including correct punctuation – questions can be rhetorical, e.g. 'What was the animal doing there?) -use –ly to form adverbs from adjectives -use expanded noun phrases to describe and specify	**Reading** -develop pleasure and motivation to read by listening to and discussing a wide range of non-fiction -make links between own experiences and what I have read -discuss word meanings **Writing** -write in simple sentence structure – subject/verb format -use the conjunction 'and' to join two simple sentences together -use some question marks and exclamation marks to demarcate questions -use capital letters for names of places (countries etc) -begin to use language taken from reading in writing (technical vocabulary) -use the features/vocabulary of the text type -write a short sequence of sentences to create a non-fiction text -use some increasingly precise adjectives to describe -write for a wider range of purposes and audiences –understand impact on reader through more precise word choices -use expanded noun phrases -use layout features, headings/subheadings – choice over layout, use 'did you know…' questions etc -use coordination (and, but, or) and subordination (if, that, when, because, as) -use sentences in different forms consistently and correctly – consider audience in choice of sentence type for the purpose – commands in a 'how you can help' section about the animal etc. -use commas to separate items in a list

		introduce 'show, don't tell' through first person	subheadings, commands in a 'how to keep oceans safe' section -use expanded noun phrases to specify (clarity and precision for relevant info to impact reader) -use present tense consistently	-use the past tense consistently and correctly, including progressive form -use a wider range of coordinating and subordinating conjunctions to link sentences -use sentence openers to sequence events -consider use of verbs to add atmosphere/excitement to narrative	
Writing opportunities	Explanation – how to reuse a plastic bag	First person narrative – diary of Sunny in a different location	Information leaflet – chosen habitat (link to geography/science)	Discovery narrative (animal found in unusual place)	Non-fiction sentences – animal fact file (one-page guide)
Sentence-level activities	Y1 EOY expectations: • composing sentences orally before writing; • sequencing sentences to form short narrative; • combining words to form sentences; • leave spaces between words; • join words and clauses using 'and'; • begin to punctuate sentences using capital letters, full stops, question marks and exclamation marks (not secure use of question marks/exclamation marks at this stage); • use a capital letter for names and personal pronoun 'I'; • use prefix 'un' and suffixes 'ing, er, est, ed' with no change to root word Y2 EOY expectations (TAF for expected in bold): • **sequencing sentences to form coherent narratives and write about real events** (support in planning stages) • use of different sentence types and their function (statements, questions, commands, exclamations) • **use of coordination (and, or, but) and some subordination (if, when, that, because)** • use of expanded noun phrases to describe and specify (e.g. the old, wooden house) • **demarcation of most sentences using capital letters, full stops, question marks,** exclamation marks • commas in lists • apostrophes for singular possession and contractions (spelling) • **correct use of past/present tense** including past progressive/present progressive (is/was) • use of adverbs in sentences (-ly to form adverbs from adjectives) • wider range of suffixes, e.g. ness, ment, ful, less				