

Year One – Long Term Planning - Literacy

Overview Yr	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Stimulus themes /topics	Ourselves – Super me!	Toys	Materials	Can We Dig It?	Explorers	Florence Nightingale Fantasy settings
Reading for pleasure and reading independence						
Reading range and focus: whole class	'Goldilocks and the three bears' book focus	Dogger	'The three little pigs' book focus	'The three Billy goats gruff' book focus	Percy the Park-Keeper	Books to be confirm depending on fantasy setting chosen for the class.
<p>Writing Purpose and range</p> <p>Including linked sentence grammar and punctuation skills (These should link to reading models and writing journeys)</p>	<p>Purpose: To complete a broken book Audience: Writing to entertain new Year R children. Context: Write a version of 'Goldilocks and the three bears' Say aloud what we're going to write about Finger spaces Capital letters Full stops Initial sounds Final sounds Letter formation Sentence structure</p> <p>Purpose: To inform Audience: Find out more about new classmates Context: To write labels about ourselves Initial sounds Final sounds Letter formation</p> <p>Purpose: To describe display/get to know character Audience: Inform a class Context: Labelled picture of Goldilocks on a wanted poster Build on and extend vocabulary Initial sounds Final sounds Letter formation Poster features i.e. title/bold text etc</p> <p>Purpose: To respond Audience: Three bears Context: Write a letter to reply to the three bears Say aloud what we're going to write about Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I'</p> <p>Purpose: To instruct Audience: The three bears Context: Make instructions to make porridge List format Sequence</p>	<p>Purpose: To describe Audience: Poetry to entertain each other and other children in Year 1 Context: Range of list-style poems based on fireworks and features of Autumn for class anthology Develop existing vocabulary (adjectives) Say aloud what we're going to write Compose a sentence orally before writing it (sentence structure) Finger Spaces Capital Letter Full Stops</p> <p>Purpose: To describe/compare Audience: Inform peers about differences between old and new toys Contexts: label own toys and old toys Build on and extend vocabulary Initial sounds Final sounds Medial vowel sounds Letter formation Using sounds to identify new vocab on mats and wall and select for own labels Adjectives</p> <p>Purpose: To inform Audience: Visitors to toy museum Context: Write captions and labels to inform visitors to museum Adjectives Introduce conjunction 'and' to join two adjectives Say sentence Capital letter to begin sentence Full stop to end sentence</p> <p>Purpose: To entertain Audience: Peers in own and other classes</p>	<p>Purpose : To entertain Audience: Writing to entertain the current Year R children. Context: Write own version of The Three Little Pigs. Initial sounds Final sounds Medial vowel sounds Letter formation</p> <p>Participate in performances and role play Gain, maintain and monitor the interest of the reader</p> <p>Re-reading to check it makes sense Read aloud their writing clearly enough to be heard</p> <p>Purpose: To respond Audience: Three pigs Context: Write a letter to reply to the three pigs Say aloud what we're going to write about Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I'</p> <p>Purpose: To describe Audience: traditional tale character Context: Help Walter Pig set up a new village Say aloud what we're going to write about Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I' Use adjectives to describe in detail Write simple labels Persuasive writing</p> <p>Purpose: To entertain</p>	<p>Purpose: To inform Audience: Write instructions on how to plant a seed (from own raised beds) Context: Designing own garden Initial sounds Final sounds Medial vowel sounds Letter formation Initial common digraphs (sh/ch/ th) and emerging range of phase 3 digraphs Increasing correct spelling of CCVC words Plural Noun Suffixes (s) / (es) Increasing range of common exception words for year 1 Plural Noun Suffixes (s) / (es) and verb suffixes –ing / -ed in simple form</p> <p>Identify verbs Know that instructions begin with a verb Speak and order instructions Use numbers Write instructions in sentences</p> <p>Purpose: To communicate Audience: Mr Bloom or expert gardener Context: Write a letter in response to a problem he has looking after his plants (linked to science learning about what a plant needs) Say aloud what we're going to write about Increase vocab specific to plants Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I'</p> <p>Purpose: To entertain Audience: Friends and siblings Context: Write a new version of the Billy Goats Gruff Explore early innovation by changing main characters / changing main characters and setting</p> <p>Composing a sentence orally before writing it Re-reading to check what</p>	<p>Purpose: To inform Initial sounds Medial vowel sounds Final Sounds Initial common digraphs (sh/ch/ th) and emerging range of phase 3 digraphs Increasing correct spelling of CCVC words Plural Noun Suffixes (s) / (es) Increasing range of common exception words for year 1 Plural Noun Suffixes (s) / (es) and verb suffixes –ing / -ed in simple form</p> <p>Composing a sentence orally before writing it Re-reading to check what they have written makes sense Labelling Captions Headings Numbered instructions Audience: Writing to help visitors to park learn more about and compare common wild animals</p> <p>Context: Page for fact file / fact notice board for park</p> <p>Purpose: To persuade / to respond</p> <p>Audience: Adult (Councillor) who receives letter / resident of Purbrook</p> <p>Context: Letter about good and bad features of local park / letter of reply from park keeper about how to improve poor features</p> <p>Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I' Increasing vocabulary (topic specific) / persuasive language</p>	<p>Purpose: To inform Audience: Peers Context: Write questions to find out more about Florence Nightingale (supporting research on visit) Question words Question marks Orally compose and then write questions with increasing accuracy</p> <p>Purpose: To inform Audience: Governors Context: Recount of visit to Fort Nelson Initial sounds Medial vowel sounds Final Sounds Initial common digraphs (sh/ch/ th) and developing range of phase 3 digraphs and some phase 5 digraphs Increasing correct spelling of CCVC words Plural Noun Suffixes (s) / (es) and verb suffixes –ing / -ed in simple form Noun suffixes – er</p> <p>Independently composing a sentence before writing it. Write simple sentences starting with a pronoun Beginning to independently edit errors with known skills Developing range of simple and compound sentences</p> <p>Purpose: To describe and compare Audience: Present in assembly Context: Describe and compare different settings (hospital in Scutari with hospitals today) (compare Florence with Mary Seacole)</p>

	<p>Time connectives/numbers Join clauses with connectives such as 'and'</p> <p>Purpose: To inform</p> <p>Audience: Pet-owners / peers</p> <p>Context: Create page for pet fact file based on growing knowledge about needs of domestic animals (rabbits)</p> <p>Purpose: To become familiar with and retell key stories</p> <p>Audience: Perform to another class in the year group</p> <p>Speak aloud to an audience Retell key elements of a story - beginning, middle, end Sequence a familiar story</p> <p>Purpose: To become familiar with and retell key stories</p> <p>Audience: Class mates</p> <p>Context: Pie Corbett actions to retell a familiar story</p> <p>Speak aloud to an audience Retell key elements of a story - beginning, middle, end Sequence a familiar story Say aloud what we're going to write</p>	<p>Context: Write story about toys who came alive in night, continuing from given starting point</p> <p>Complete pictorial plan Time connectives Sequence Say story aloud Develop story using from modelled sections</p>	<p>Audience: traditional tale characters</p> <p>Context: Create a newspaper for the new village</p> <p>Say aloud what we're going to write about</p> <p>Use features of newspaper Features of a letter – i.e positioning of address, name etc Capital letters for names of people/places Correctly write the personal pronoun 'I' Use adjectives Add conjunctions</p>	<p>they have written makes sense</p> <p>Participate in performances and role play Gain, maintain and monitor the interest of the reader</p> <p>Participate in performances and role play Gain, maintain and monitor the interest of the reader</p> <p>Begin to edit own work</p>	<p>Using connective 'and' (then / because)</p> <p>Composing a sentence orally before writing it Re-reading to check what they have written makes sense</p> <p>Discussing what is written with teacher / another child</p> <p>Purpose: To describe</p> <p>Audience: Job applicants (for position of park keeper)</p> <p>Context: Job advert for new park keeper Descriptive language development(choosing adjectives appropriately) Composing a sentence orally before writing it Re-reading to check what they have written makes sense</p> <p>Discussing what is written with teacher / another child</p> <p>Initial sounds Medial vowel sounds Final Sounds Initial common digraphs (sh/ch/th) Increasing correct spelling of CCVC / CVCC words</p> <p>Purpose: To inform</p> <p>Audience: Year 1 - "Dragons' Den" - style contestants</p> <p>Context: Labelling and instructions for design of new park attraction Purpose: Writing to entertain Audience: Year 1 and 2 children Context: Create a new story for Percy</p>	<p>Confident demarcation of sentences with capital letter and full stop Use one or more adjectives Use conjunctions 'and' and 'but'</p> <p>Purpose: To create, imagine and explore</p> <p>Audience: Competition judges, parents and children</p> <p>Context: Write an imaginary story in a different setting (developed from children's own interests)</p>
Special Events	15/10/14 - 'No pens day!' 22/10/14 - Book week					
Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching)						
Site of Application opps.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

This long term plan does not reflect planning for guided reading group skills or additional early processing skills for reading (teaching phonics and word recognition)