

In Space Base, the children will cover each genre of writing every term; each time they cover a genre, they will have a different focus.

Year 1/2 English Long-Term Plan						
	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing
<p>Autumn 1 Topic: Coming and Going</p> <p>Fiction: Paddington Bear goes to London and other stories.</p> <p>Non-fiction: Leaflets and information texts of Northumberland and surrounding areas.</p> <p>Class novel: The Enchanted Wood; <i>Enid Blyton</i>.</p>	<p>Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p>Guided reading: Weekly activities exploring a variety of texts and extracts, including the class novel, fairy tales, poetry and non-fiction.</p> <p>Shared reading: Class novel - The Enchanted Wood, <i>Enid Blyton</i>. Poems - Poems Aloud, <i>Joseph Coelho</i>. Non-fiction - Teacher made texts.</p> <p>Reading aloud/performance: Reading own writing aloud to a partner, group or whole class. Take part in drama: Nativity performance.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* Apply phonics knowledge and skills until automatic decoding has become embedded and my reading is fluent.</p> <p>*Read a further range of common exception words.</p> <p>* Ask and answer simple questions on unfamiliar texts.</p> <p>*Discuss and explain understanding of books, poems and other texts.</p> <p>* Make predictions on the basis of what has been read.</p> <p>*Make simple statements and express views about characters.</p>	<p>Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Form lower case letters accurately; ensure capital letters and lower case are consistently of the correct size and orientation.</p> <p>Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p> <p>Dictation of sentences for handwriting and spelling to increase retention of spelling, fluency and speed of writing.</p>	<p>Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units.</p> <p>Sentence structure: *Recognise nouns, verbs and adjectives appropriately. *Use subordination and coordination to join clauses. * Write in the past tense and use past and present progressive. *Vary my sentence openers. *Recognise and use sentences in different forms: statements, commands, questions, exclamations.</p> <p>Punctuation: *Most of my sentences are demarcated correctly with capital letters and full stops. * Use apostrophes to indicate singular possession.</p>	<p>Story writing; descriptions; information texts; postcard; persuasive leaflet.</p> <p>Fiction: Create a setting description based on Northumberland and a fantasy island; Write an adaptation of a well-known story.</p> <p>Non-fiction: Research and write an information text based on Northumberland; Create a persuasive leaflet/poster based on things to do in Northumberland.</p> <p>Text structure and organisation: * Use a scaffold to aid my writing. * Write about more than one idea and begin to group relevant ideas together. *Begin to use simple devices to structure my work.</p>	<p>Writing assessments: Beginning of year independent write - summer holiday description; Adapted traditional tale; Information text.</p> <p>Spelling, punctuation and grammar assessments: Weekly spelling tests.</p> <p>Reading assessments: Weekly Phonics reading comprehension questions.</p> <p>Spoken language assessments: Reading own writing aloud to partner, group or class. Nativity performance.</p>



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					Composition and effect: * Compose sentences orally. * Plan what I am going to write by writing down ideas. * Use wider and more adventurous vocabulary. * Create and describe settings and characters in stories.	
Autumn 2 Topic: Coming and Going Fiction: I am Enough; <i>Grace Byers</i> . Non-fiction: Newspaper reports. Class novel: The Boy Who Grew Dragons <i>Andy Shepherd</i> .	Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week. Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction. Shared reading: Class novel: The Boy Who Grew Dragons, <i>Andy Shepherd</i> . Poems: nursery rhymes, Julia Donaldson books. Non-fiction: a variety of non-fiction texts based on science and real-life events.	Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics. *Read accurately by blending the sounds in words and confidently recognise alternative sounds for graphemes. *Take note of full stops, commas, exclamation and question marks when reading sentences appropriately. *Become familiar with a wider range of stories, fairytales and traditional tales. *Identify and comment on key events in a text; comment on ways	Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Use diagonal and horizontal strokes to join letters. Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.	Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units. *Explore vocabulary that may be used in traditional tales, discuss the difference. Sentence structure: *Recognise proper nouns and use capital letters appropriately. *Choose and use the correct tense consistently in writing. *Use coordination and subordination. Punctuation: *Use question and exclamation marks correctly.	Fiction: Write a diary entry; Create an explanation text using the correct structure; Discuss nursery rhymes, traditional and new adaptations. Non-fiction: Write a newspaper report based on a real-life event; Create an explanation text based on our science work. Author study: I am Enough; <i>Grace Byers</i> . Text structure and organisation: *Write about more than one idea and begin	Writing assessments: Newspaper report based on a real-life event. Spelling, punctuation and grammar assessments: Weekly spelling tests. SPaG assessments for Y2. Reading assessments: Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2. Spoken language assessments: Reading own writing aloud to partner, group or class. Whole class worship.



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	Reading aloud/performance: Reading own writing aloud to a partner, group or whole class. Take part in drama: whole class worship.	non-fiction texts are written' comment on events, characters and ideas.		*Use commas to separate a list.	to group relevant ideas together. *Use simple devices to structure my work. Composition and effect: *Develop positive attitudes towards and stamina for writing by writing for different purposes. *Use wider and more adventurous vocabulary. *Evaluate writing with others.	
Spring 1 Topic: Eureka Fiction: Taking Flight; <i>Literacy Shed</i> . Non-fiction: Scientists of the World; <i>Little People</i> , <i>Big Dreams</i> collection. Class novel: Engineer; <i>Rosie Revere</i> .	Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week. Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction. Shared reading: Fiction: Taking Flight; <i>Literacy Shed</i> . Class novel: Engineer; <i>Rosie Revere</i> . Non-fiction: Scientists of the World; <i>Little People</i> , <i>Big Dreams</i> .	Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics. *Read aloud books consistent with my improving phonics knowledge. *Discuss word meanings, linking new meanings to those already known. *Understand books I read or listen to by drawing on what is already known or on background information and vocabulary provided by the teacher.	Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. *Use the correct formation and letter size for ascending and descending letters. Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists	Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units. Sentence structure: *Recognise and use nouns, adjectives and verbs appropriately. *Recognise and use sentences in different forms: statements, commands, questions and exclamations. Punctuation: *Use apostrophes to show contracted forms. *Sentences are correctly demarcated	Fiction: Write a story using clear beginning, middle and end paragraphs; Non-fiction: Create an information text based on our science topic; Write a biography; Be persuasive in our letter writing. Text structure and organisation: *Use appropriate openings and endings for stories and non-fiction. *Use simple devices to structure my work.	Writing assessments: Story writing using clear beginning, middle and end paragraphs. Spelling, punctuation and grammar assessments: Weekly spelling tests. SPaG assessments for Y2. Reading assessments: Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2. Spoken language assessments:



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	Reading aloud/performance: Reading own writing aloud to a partner, group or whole class.	*Use a simple dictionary to locate given words with guided support. *Independently find specific information in simple texts. *Make simple plausible inferences about a text.	and the RWI Phonics programme.	with capital letters and full stops.	Composition and effect: *Plan my writing by writing down ideas, key words and new vocabulary. *Use adverbs to add detail. *Proofread work to check for sense and to correct errors in spelling, grammar and punctuation.	Reading own writing aloud to partner, group or class.
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Spring 2 Topic: Eureka Fiction: Supertato; Paul Linnet and Sue Hendra. Non-fiction: Variety of instructions. Poetry: Life Doesn't Frighten Me; Maya Angelou. Class novel: Engineer; Rosie Revere.	Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week. Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction. Shared reading: Class novel: Engineer; Rosie Revere. Fiction: Supertato, Paul Linnet and Sue Hendra.	Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics. *Read words containing common suffixes. *Check that a text makes sense as I read it. *Use a range of strategies to read age-appropriate texts. *Read with intonation and expression. *Discuss the sequence of key events in books and how items of	Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum. Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.	Vocabulary: *Explore vocabulary linked with relevant shared texts, history, geography or science units. Sentence structure: *Choose and use the present and past tenses correctly and consistently in my writing. *Use the past and present progressive. *Vary my sentence openers. Punctuation:	Fiction: Create a comic strip based on a well-known story. Non-fiction: Write a persuasive text; Write a set of instructions using the correct structure. Poetry: Write a selection of acrostic poems and riddles. Text structure and organisation: *Use appropriate openings and endings	Writing assessments: Explanation text and a set of instructions. Spelling, punctuation and grammar assessments: Weekly spelling tests. SPaG assessments for Y2. Reading assessments: Weekly Phonics reading comprehension questions. SATs style reading comprehension for Y2. Spoken language assessments:
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	<p>Poems: Life Doesn't Frighten Me, Maya Angelou. Non-fiction: Variety of instructions.</p> <p>Reading comprehension: Reading own writing aloud to a partner, group or whole class.</p>	<p>information are related. *Understand and use a wider range of language, referring to print.</p>		<p>*Use apostrophes to indicate singular possession in nouns. *Use apostrophes to show contracted forms.</p>	<p>for stories and non-fiction. *Use simple devices to structure my work.</p> <p>Composition and effect: *Develop positive attitudes towards and stamina for writing. *Plan my writing by talking about my ideas and saying sentences aloud before writing. *Use expanded noun phrases to describe and specify.</p>	<p>Reading own writing aloud to partner, group or class.</p>
<p>Summer 1 Topic: Globetrotters</p> <p>Fiction: The Gruffalo; Julia Donaldson.</p> <p>Non-Fiction: Teacher modelled examples.</p> <p>Class Novel: Looking After Planet Earth; Chitra Soundar.</p>	<p>Individual reading: 1-1 reading 2x a week. Phonics sessions 3x a week.</p> <p>Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p>Shared reading: Class novel: Looking After Planet Earth, Chitra Soundar.</p>	<p>Explore and discuss a variety of texts, including the class novel and text met in shared reading activities and Phonics.</p> <p>* I am becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales and can retell some of these orally. * I can use a simple dictionary to locate given words with guided support.</p>	<p>Handwriting: Weekly handwriting sessions. Daily practice through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p>Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists</p>	<p>Vocabulary: * I am beginning to use wider and more adventurous vocabulary. * I can use expanded noun phrases to describe and to specify (e.g. a deep, dark cave; one cold night). Sentence Structure: * I can choose and use the present and past tenses correctly and consistently in my writing. * I can use subordination (when, if, that, because) to join clauses.</p>	<p>Fiction: Write an adaptation of a story from another culture; Use a range of vocabulary to write a description of a setting; Write a persuasive letter based on the world - linked with class novel.</p> <p>Non-fiction: Use the correct features to create an email style letter.</p> <p>Text structure and organisation:</p>	<p>Writing assessments: An adaptation of a story from another culture. Assessed email/letter.</p> <p>Spelling, punctuation and grammar assessments: Weekly spelling tests SPaG assessments for Y2.</p> <p>Reading assessments: 1:1 reading sessions. Y1 phonics assessment. Common exception word spelling and reading.</p>



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	<p>Fiction: <i>The Gruffalo</i>, <i>Julia Donaldson</i>. <i>Hattie and Olaf</i>, <i>Frida Nilsson</i>. Non-fiction: teacher modelled examples.</p> <p>Reading comprehension: Reading own writing aloud to a partner, group or whole class.</p>	<p>* I can confidently make simple plausible inferences about a text on the basis of what is being said and done.</p>	<p>and the RWI Phonics programme.</p>	<p>* I can use the past and present progressive form (e.g. <i>she is walking</i>; <i>he was running</i>).</p> <p>Punctuation: * All of my sentences will be fully demarcated with the correct punctuation. * I can use apostrophes to show possession and contractions. * I can use question marks, exclamation marks and punctuation correctly.</p>	<p>* I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings. * I am beginning to use appropriate openings and endings for stories and non-fiction.</p> <p>Composition and effect: * I am developing positive attitudes towards and stamina for writing by writing narratives about personal experiences (real and fictional), real events, poetry and writing for different purposes. * I can use expanded noun phrases to describe and to specify (e.g. <i>a deep, dark cave</i>; <i>one cold night</i>). * I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation.</p>	<p>Spoken language assessment: Reading aloud our letters.</p>
<p>Summer 2 Topic: Globetrotters</p>	<p>Individual reading: 1-1 reading 2x a week.</p>	<p>Explore and discuss a variety of texts, including the class novel</p>	<p>Handwriting: Weekly handwriting sessions. Daily practice</p>	<p>Vocabulary: * I am beginning to comment on how</p>	<p>Fiction:</p>	<p>Writing assessments: * Explanation text using the correct</p>



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<p>Fiction: Seaside Stories; <i>Katie Morag</i>.</p> <p>Poetry: Variety of free-verse poetry; <i>Monkey Puzzle</i>; <i>Julia Donaldson</i>; <i>Whose toes are those?</i>; <i>Jabari Asim</i>; <i>We Go Together</i>; <i>Todd Dunn</i>.</p> <p>Non-Fiction: Variety of newspaper reports.</p> <p>Class Novel: <i>Looking After Planet Earth</i>; <i>Chitra Soundar</i>.</p>	<p>Phonics sessions 3x a week.</p> <p>Guided reading: Weekly activities exploring a variety of texts and extracts, including RWI phonics books, including the class novel, fairy tales, poetry and non-fiction.</p> <p>Shared reading: Class novel: <i>Looking After Planet Earth</i>, <i>Chitra Soundar</i>.</p> <p>Fiction: Seaside stories: <i>Katie Morag</i>.</p> <p>Poetry: <i>Monkey Puzzle</i>; <i>Julia Donaldson</i>; <i>Whose toes are those?</i>; <i>Jabari Asim</i>; <i>We Go Together</i>; <i>Todd Dunn</i>.</p> <p>Non-fiction: teacher modelled examples.</p> <p>Reading comprehension: Reading own writing aloud to a partner, group or whole class.</p>	<p>and text met in shared reading activities and Phonics.</p> <p>* I can comment on ways non-fiction texts are written and presented, including similarities and differences.</p> <p>* I can recognise simple recurring literary language in stories and poetry.</p> <p>* I am beginning to comment on how particular words and phrases have been used to create atmosphere and humour.</p>	<p>through spelling, vocabulary and activities to produce neat handwriting across the curriculum.</p> <p>Spelling: Weekly spellings following Space Base's spelling programme based on National Curriculum requirements, including spelling patterns, statutory word lists and the RWI Phonics programme.</p>	<p>particular words and phrases have been used to create atmosphere and humour.</p> <p>* I can plan what I am going to write by writing down my ideas, key words and new vocabulary.</p> <p>* I am beginning to create and describe settings and characters in stories.</p> <p>Sentence Structure:</p> <p>* I can recognise and use nouns, verbs and adjectives appropriately.</p> <p>* I can recognise and use sentences in different forms: statements, questions, exclamations and commands.</p> <p>Punctuation:</p> <p>* All sentences will be punctuated correctly.</p>	<p>Write a story based on the seaside, using <i>Katie Morag</i> as a base.</p> <p>Non-fiction: Use the correct features to write a newspaper article; Write a formal letter.</p> <p>Poetry: Write rhyming couplets and verse and perform our poetry.</p> <p>Text structure and organisation:</p> <p>* I am beginning to use simple devices to structure my work, e.g. writing relevant sentences under my own subheadings.</p> <p>Composition and effect:</p> <p>* I can begin to proofread my work to check for sense and to correct errors in spelling, grammar and punctuation.</p> <p>* I can evaluate my writing with others.</p>	<p>features and extended sentences.</p> <p>* A poem written about our summer holidays.</p> <p>Spelling, punctuation and grammar assessments: Weekly spelling tests SPaG assessments for Y2.</p> <p>Reading assessments: 1:1 reading sessions. Y1 phonics assessment. Common exception word spelling and reading.</p> <p>Spoken language assessment: Performing our poems in worship.</p>
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