



A Small School with a BIG Heart

Ellingham C of E
Primary School

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:</p> <p>On our Doorstep</p> <p><i>It was a cold, dark Night by Tim Hopgood</i></p>	<p>Year 1 Revisit set 1 and 2 sounds, use to blend words. (AF1) Recognise 10 tricky words. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Introduce strategies to read words. (AF1) Recognise 10 tricky words. (AF1) Introduce using context cues to work out the meaning of unknown words. (AF5) <i>Use topic based/non- topic based texts and individual reading books.</i></p>	<p>Year 1 Use visual prompts to retell stories. (AF2) Orally answer simple questions about the text. (AF2) Introduce and discuss language referring to print. (AF4) Use title, cover and blurb to make predictions. (AF3) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Begin to identify and comment on key events in order. (AF2) Answer a range of questions with support. (AF2) Look at how vocab choice gives meaning. (AF5) <i>Use topic based/non- topic based texts and individual reading books.</i></p>	<p>Year 1 Basic letter formation – revisit all families.</p> <p>Year 2 Revisit joining letters – 'hill climbers' and flyers'. Focus on size of letters – use handwriting paper.</p>	<p>Year 1 Using capital letter for 'I'. Writing first name and surname correctly.</p> <p>Year 2 Sentence punctuation Commas in lists And/but/or to link sentences Sentence types – statements, exclamations and questions Nouns</p>	<p>Year 1 Write simple sentences using letter sounds. Say sentence out loud before writing. Write sentences that start with a subject/verb. Use 'and' to join sentences. Label diagrams. Use scaffolds to write non-fiction texts.</p> <p>Year 2 Capital letters, full stops, ? and ! Write sentences with varied sentence starts. Use and/but/or to link sentences. Introduce using techniques used by authors to create characters and settings. Beginning to use appropriate openings and endings.</p>	



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<p>Autumn 2 Topic:</p> <p>On our Doorstep</p> <p><i>The Gruffalo by Julia Donaldson</i></p>	<p>Year 1 Revisit set 2 sounds. Begin to introduce set 3 sounds, use to blend words. (AF1) Recognise 20 tricky words. (AF1) Begin to spot !/? in sentences. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Recognise 20 tricky words. (AF1) Read !/? sentences appropriately. (AF1) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 In writing, begin to answer simple questions about the text. (AF2) Begin to make predictions based on the title, cover and blurb. (AF3) Use picture cues to make inferences. (AF3) Discuss language referring to print. (AF4) With support, make simple statements and express views about characters. (AF6) With support, comment on events, characters and ideas. (AF7) <i>Use RWI ditty books and individual reading books. Also use texts not in RWI format.</i></p> <p>Year 2 With support, answer a range of questions about a text. (AF2) Link text to own experiences and use to make predictions. (AF3) Use the text to make plausible inferences about a character. (AF3) Use knowledge of alphabetical order to use a dictionary or glossary. (AF4) With support, write book reviews to express views about a range of texts. (AF6) Develop an awareness that books are set in different times and places. (AF7) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 How to form capital letters. Continue lower case practice.</p> <p>Year 2 Revisit joining letters – 'mountain climbers'. Focus on size of letters – use handwriting paper.</p>	<p>Year 1 Capital letters to start sentences Full stops</p> <p>Year 2 Adjectives/expanded noun phrases Adjectives with suffixes -er, -est When/because/if/that to link sentences Apostrophes for contractions Sentence types – commands Adverbs Adverbs with suffix -ly Writing in the correct tense.</p>	<p>Year 1 Write simple sentences using letter sounds. Say sentence out loud before writing. Write sentences that start with a subject/verb. Begin to use adjectives. Write a simple recount.</p> <p>Year 2 Write exclamations and questions. Use adjectives in writing. Use when/because/if/that to link sentences. Write under subheadings. Begin to use similes.</p>	
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<p>Spring 1 Topic:</p> <p>Time Travelers</p> <p><i>My Hippie Grandmother</i></p> <p><i>Where the Wild Things are</i></p>	<p>Year 1 Revisit set 2 sounds Continue to introduce set 3 sounds, use to blend words. (AF1) Recognise 30 tricky words. (AF1) Introduce how to read !/? sentences. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Use strategies to read age appropriate texts. (AF1) Recognise 30 tricky words. (AF1) Use context cues to work out the meaning of unknown words. (AF5) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Orally retell key stories. (AF2) Find specific information in simple texts. (AF2) Make predictions based on title, cover and blurb and begin to give reasons. (AF3) With support, make a simple inference about a text. (AF3) Understand and use language referring to print. (AF4) Make simple statements and express views about characters, give reasons with support. (AF6) <i>Use RWI ditty books and individual reading books. Also use texts not in RWI format.</i></p> <p>Year 2 Answer a range of questions with increasing confidence. (AF2) Identify and comment on key events in order. (AF2) Make predictions about what might happen using examples from the text. (AF3) Make plausible inferences about a character or event using evidence to justify. (AF3) Use a dictionary with support. (AF4) Make simple statements that express views about a range of texts. (AF6) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Focus on size of lower/upper case – use handwriting paper. Revisit letter formation where necessary.</p> <p>Year 2 Joined words – tricky words and topic based words. Copy a model text in joined handwriting. Revisit joins where necessary.</p>	<p>Year 1 Finger spaces between words. Capital letters for names of people and days. Write using ?/!</p> <p>Year 2 Apostrophes for possession Proper nouns Writing in the correct tense Past and present tense verbs with suffix -ing Plural nouns and verbs</p>	<p>Year 1 Use and/but. Read writing back to someone. Use and discuss adjectives and nouns.</p> <p>Year 2 Sometimes use adverbs of time. Usually group ideas together.</p>	
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<p>Spring 2 Topic:</p> <p>Time Travelers</p> <p><i>Man on the Moon by Simon Bartram</i></p>	<p>Year 1 Revise set 2 and set 3 sounds use to blend words. (AF1) Introduce reading on and coming back when unsure. (AF1) Recognise 40 tricky words. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Focus on reading with intonation and expression. (AF1) Recognise 40 tricky words. (AF1) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Find specific information in simple texts. (AF2) Know the difference between fiction and non-fiction; identify features with support. (AF4) Identify and comment on the effect of patterns and structures of a text. (AF5) With support, explain how vocab choice affects meaning. (AF5) With support, begin to identify basic features of well-known stories. (AF7) <i>Use RWI ditty books and individual reading books..</i> <i>Also use texts not in RWI format.</i></p> <p>Year 2 Answer a range of questions with increasing confidence. (AF2) Understand the structure of fiction/non-fiction; comment on similarities and differences. (AF4) With support, make comment on how words and phrases have been used. (AF5) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Begin some simple joins. Focus on size of lower/upper case letters. Revisit letter formation, where necessary.</p> <p>Year 2 Practise joined words – tricky words and topic based words. Copy a model text in joined handwriting. Revisit joins, where necessary.</p>	<p>Year 1 Bullet points to list ideas</p> <p>Year 2 Bullet points to list ideas Speech marks Adjectives with suffixes -ful, -less Nouns with suffixes -er, -ness, -ment Revision of taught grammar and punctuation.</p>	<p>Year 1 Sometimes use different sentence starts. Write captions. Use genre specific features. Use a wider range of vocabulary.</p> <p>Year 2 Use different sentence types. Use imperative verbs. Use a wider range of vocabulary.</p>	
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<p>Summer 1 Topic:</p> <p>Towers, Tunnels and Turrets</p> <p><i>The Egg by M.P. Robertson</i></p>	<p>Year 1 Use set 2 and 3 sounds to sound out words. (AF1) Recognise 45 tricky words. (AF1) Introduce pausing at full stops. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Focus on reading with some fluency and expression. (AF1) Recognise 50 tricky words. (AF1) Introduce how to clarify meanings of words by linking to known vocabulary. (AF5) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Retell some stories independently. (AF2) Find specific information in simple texts and recall simple details. (AF2) Make predictions based on title, cover and blurb and give reasons. (AF3) Make simple inferences. (AF3) Make simple statements and express views about characters and give reasons. (AF6) Link texts to own experiences. (AF7) <i>Use RWI ditty books and individual reading books. Also use texts not in RWI format.</i></p> <p>Year 2 Answer and ask questions about texts. (AF2) Discuss sequence of events in books. (AF2) Predict what might happen next with reference to the text. (AF3) Make inferences on basis of what is said or done and justify opinions. (AF3) Use dictionaries independently. (AF4) Express views about wide range of texts. (AF6) With support, refer to the text to identify that it is set in a different time or place. (AF7) <i>Use topic based/non-topic based texts and individual reading books.</i></p>	<p>Year 1 Introduce simple joined words – use tricky words. Revisit letter formation where necessary.</p> <p>Year 2 Practise joined words – tricky words and topic based words. Copy a model text in joined handwriting. Revisit joins where necessary.</p>	<p>Year 1 Use full stops, capital letters, ! and ? most of the time. Introduce commas in lists. Revision of necessary areas.</p> <p>Year 2 Revision of necessary areas.</p>	<p>Year 1 Use or/and/but. Use expanded noun phrases. Write information under given subheadings. Begin to plan, write, edit and improve</p> <p>Year 2 Use coordination and subordination. Write about more than 1 idea; group ideas. Adventurous word choices including similes. Use viewpoints in writing Write for a range of purposes.</p>	
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<p>Summer 2 Topic:</p> <p>Towers, Tunnels and Turrets</p> <p><i>Paper Bag Princess by Robert Munsch</i></p>	<p>Year 1 Use set 2 and 3 sounds to sound out words. (AF1) Read on and come back when unsure. (AF1) <i>Use RWI ditty books and individual reading books.</i></p> <p>Year 2 Read with some fluency and expression. (AF1) Recognise 60+ tricky words. (AF1) <i>Use topic based/non- topic based texts and individual reading books.</i></p>	<p>Year 1 Find specific information in simple texts and recall simple details. (AF2) Compare features of fiction/non-fiction. (AF4) Make simple comments on how the author has created a sense of ... (AF5) Identify and comment on basic features of a wider range of stories. (AF7) <i>Use RWI ditty books and individual reading books.</i> <i>Also use texts not in RWI format.</i></p> <p>Year 2 Answer and ask questions about texts. (AF2) Explain how vocab choice affects meaning. (AF5) Make reference to the text to explain how books are set in different times and places. (AF7) <i>Use topic based/non- topic based texts and individual reading books.</i></p>	<p>Year 1 Focus on size of letters when joining – use handwriting paper. Letters which do not join (capitals) Revisit letter formation where necessary.</p> <p>Year 2 Practise joined words – tricky words and topic based words. Copy a model text in joined handwriting. Revisit joins where necessary.</p>	<p>Year 1 Revision of necessary areas.</p> <p>Year 2 Revision of necessary areas.</p>	<p>Year 1 Vary sentence starts. Plan, write, edit and improve. Use a scaffold for a purpose. Use some organizational features.</p> <p>Year 2 Choose sentence types for effect on the reader. Use consistent verb tenses. Write for a range of purposes.</p>	